

Lincoln Elementary Library
Hays, Kansas

no. A-111



pets, ltd.

instructional computing courseware
for the **apple® II** computer

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for the **apple® II** computer



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for the **apple® II** computer

This manual is compatible
with
the Pets, Ltd. diskette
Version 1.x

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St. Paul, Minnesota 55112

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INTRODUCTION

Developed in cooperation with the Minnesota Humane Society's "Share the Care" education project, this package emphasizes the importance of proper pet selection and care. Both of the programs in Pets, Ltd. stress the concept of meeting an animal's needs in order to promote a positive human/animal relationship.

In RHINO students describe the resources they currently have available for a pet. The description includes information on available living quarters, finances, and training time. This information is compared to the needs of animals listed on a databank. As the students respond, the list of available animals is altered to show those animals whose needs match the students' descriptions. At the conclusion of the program the students will receive a list of animals that they could properly care for.

PET CARE is a simulation on responsible pet ownership. Students are given a chance to experience what caring for a pet might be like by resolving typical events associated with pet ownership.

The specific animals used in PET CARE are teddy bear hamsters, Siamese cats, and miniature schnauzers. Many of the situations described for these three animals would also be accurate for similar animals. To be successful the students must care for a pet for the animal's normal lifetime. PET CARE emphasizes the economic realities of maintaining a pet.

Note: These programs are designed to work on Apple II series computers with at least 64K memory.

DESCRIPTION

RHINO (So You Want a Pet Rhinoceros?) is an interactive tutorial that aids a student in selecting a pet. The program asks a series of questions on the topics of available location, space, cost, training time, and playtime. Student responses are compared to the needs of animals listed in a databank. The computer generates a list of animals whose needs match the student responses.

Curriculum Area: Science

Subject: Animal Life

Grade Range: 5-9

Reading Level: 5-6 (Dale-Chall)

Topic: Responsible Pet Care

Type: Interactive Tutorial

Classroom Use: Individual, Small Group

LEARNING OBJECTIVES

After using this courseware, the student should be able to:

- recognize the benefits and importance of selecting an appropriate pet;
- understand factors to consider when selecting a pet;
- recognize the responsibilities of pet ownership;
- estimate the consequences of selecting an inappropriate pet.

BACKGROUND INFORMATION

Selecting a pet is the first step in developing a human/animal relationship. This initial phase involves matching the animal's needs to the human's available resources. A mismatch between a pet and pet owner can often have consequences affecting families, neighbors, and communities. In many cases mismatches result in unwanted animals losing their lives. For instance, more than 13.5 million animals are destroyed in American animal shelters each year.



A young girl walking along a highway spots a sad-looking puppy. She watches as the dog licks out the contents of a rusted can near the road.

"Here boy!" she calls.
"Come on fella!"

Later, she and her mother watch the rise and fall of the dog's chest as he sleeps on the kitchen floor. The pup seems to be dreaming of good food and a loving home. "Can we keep him, Mom?" asks the girl.

The cartoon above reflects a typical pet selection process. If both the pet and pet owner are fortunate, the relationship can be a rewarding one. However, the experience of pet ownership can sometimes be very frustrating.

People have a variety of reasons for wanting pets and for choosing the pets they do. People may want a pet for companionship, entertainment, protection, or other reasons. Often, reasons for selecting a pet are not well thought out. Many prospective pet owners do not fully consider the amount of money, time, and space that a pet will require. Every animal has unique needs that must be met.

This program guides students through a model pet selection process. Students are asked questions on six basic pet selection issues: location, space, cost, training, playtime, and exercise time. Using this process, each of the students determine the resources they have available for a pet and the amount of time they can commit to a pet.

Note: These issues are not the only considerations for responsible pet selection. Rather, they represent some of the topics to think about before choosing a pet.

BACKGROUND INFORMATION (continued)Program Design

A databank consisting of twenty animals and their requirements is maintained by the computer. These animals represent a variety of animals commonly selected as pets.

Tropical Fish	Rabbit	Springer Spaniel
Goldfish	Siamese Cat	English Setter
Canary	Persian Cat	Collie
Parakeet	Manx Cat	Saint Bernard
Gerbil	Poodle	Appaloosa
Hamster	Schnauzer	Morgan
Mouse	Beagle	

As students progress through the program their responses to the questions are compared to the needs of the twenty animals. Animals are removed from the list when a single mismatch occurs between the students' responses and the animals' needs. Thus, students are able to see the consequences of each of their responses.

Model Assumptions

The model operates under the following assumptions:

- maintenance costs reflect normal license fees, food costs, and veterinary fees;
- initial costs for supplies, cages, fencing, and so forth are not included;
- cost considerations do not include purchase price;
- certain animals may have specific exercise or training needs beyond those included in this program;
- other animals, with requirements similar to the animals listed in the program, may also make excellent pets;
- the pets are meant to be companion animals, not show animals.

PROGRAM PREVIEW

RHINO is an interactive tutorial that leads students through a model pet selection process. Students may choose to view a short introduction (Figure 1) or they may go directly to the catalog of animals contained in the computer's databank (Figure 2).

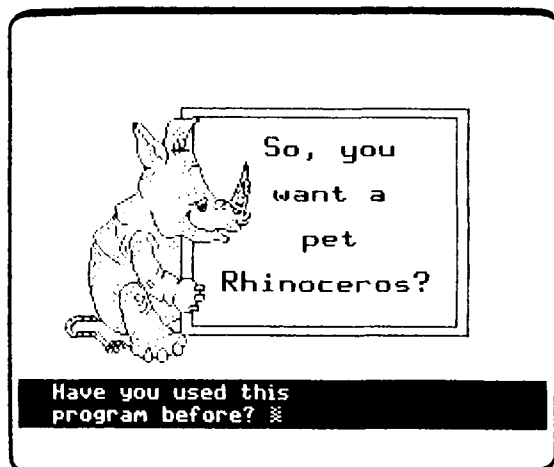


Figure 1

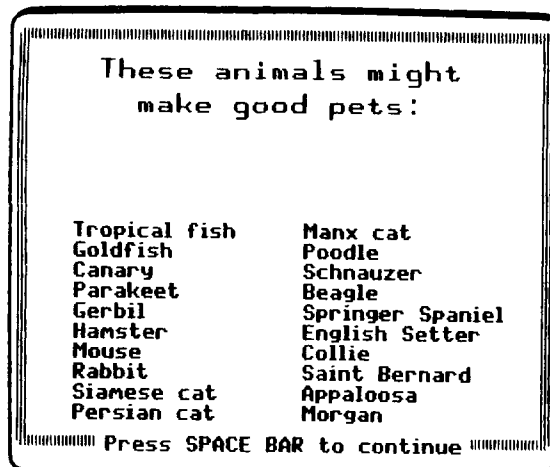


Figure 2

The first step in the pet selection process is to determine how much time a pet will be spending outside of the house each day (Figure 3). After students select the most accurate description, a revised catalog appears, showing the animals that match the description (Figure 4).

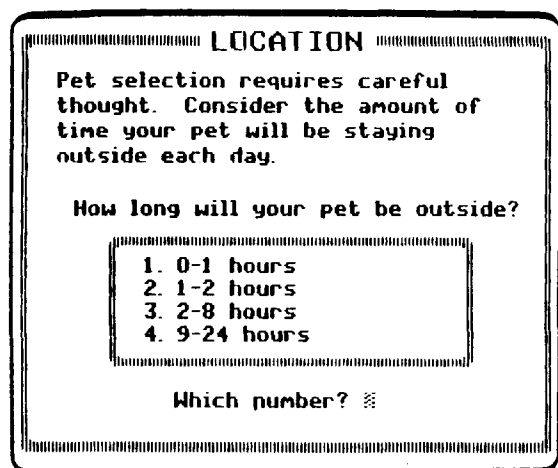


Figure 3

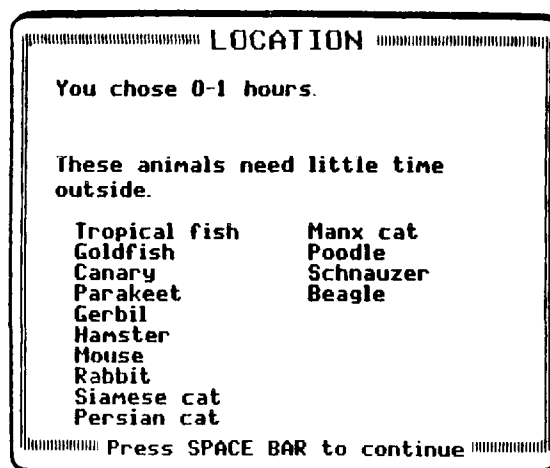


Figure 4

PROGRAM PREVIEW (continued)

Students continue to describe the resources they have available for a pet in terms of space, cost, and time. In Figures 5 and 6, for instance, the students indicate the amount of living space they have available for a pet.

SPACE

It is also important to consider the amount of space your pet will live in.

About how much of your space is available for your pet to live in?

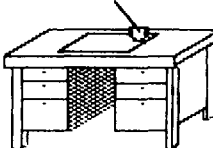
1. A very small amount
2. A small amount
3. A medium amount
4. A large amount

Which number? *

Figure 5

SPACE

A very small amount is about as big as a desk or table top.



Is this how much space you had in mind? *

Figure 6

After completing each category, students are presented with a revised list of animals whose needs match the current description (Figure 7). An alternate message (Figure 8) replaces the animal list whenever none of the animals in the databank match the present description.

SPACE

These animals need very little space.

- Tropical fish
- Goldfish
- Canary
- Parakeet
- Gerbil
- Hamster
- Mouse
- Rabbit

Press SPACE BAR to continue

Figure 7

Your answers have removed all of the animals from the list. Think about your current lifestyle. A pet might not fit well into your life and surroundings.

Press SPACE BAR to continue

Figure 8

PROGRAM PREVIEW (continued)

An additional question (Figure 9) appears when large animals, requiring a special exercise period, are present in the final revised catalog. Upon completion of the pet selection process, the choices selected by the students are reviewed (Figure 10).

TIME

In addition to play and training time, some animals need a special exercise time.

Do you think you can give your pet a special 30 minute exercise period each day? *

Figure 9

YOUR PET REQUIRES

OUTDOORS: 0-1 hours

SPACE: A very small amount

WEEKLY COSTS: \$1.00 - \$4.00

TRAINING TIME: 10-30 minutes

PLAYTIME: 10-30 minutes

No special exercise time

Press SPACE BAR to continue

Figure 10

Students may then view information on the animals that could be suitable pets for them (Figures 11 and 12).


FINAL RESULTS

Your answers show that several animals could be good pets for you. If you want more information, enter a number.

1. Tropical fish
2. Goldfish
3. Canary
4. Parakeet
5. Gerbil
6. Hamster
7. Mouse
8. Rabbit
9. END

Which number? *

Figure 11

Rabbit


Through careful breeding, domestic rabbits now come in several colors and sizes. Over 65 breeds are now officially recognized. Rabbits are known for their gentle behavior. They are normally silent, but they are not voiceless.

Press SPACE BAR to continue

Figure 12

USE IN AN INSTRUCTIONAL SETTING

Using the Program

RHINO is designed for use in studying such topics as animal needs, pet selection, and animal behavior. This program can be used by individual students or by students placed in small groups. RHINO can be used in the classroom in a variety of ways. One plan is presented below:

DAY 1

List the positive benefits of having a pet. Use Handouts 1 and 2 to discuss the differences between impulsive and thoughtful pet selection. (The correct answers for Question 1 of Handout 1, reading from top to bottom, are: 4, 1, 2, 6, 3, 5.)

DAY 2

Divide the class into small groups. Using Handout 3, list topics that should be considered when selecting a pet.

DAY 3

As the students run the program, have them record their decisions and final results on Handout 4. Encourage the students to experiment by running the program more than once. A record could be kept for each run.

DAY 4

Group students according to the animals the computer generated as a result of their responses. Have them determine what they will need to do in order to care for one of the pets.

Note: You may wish to have the students collect additional information on the cost of pet care. The cost of feeding a pet, for instance, would depend upon the brand of food used.

Follow-up

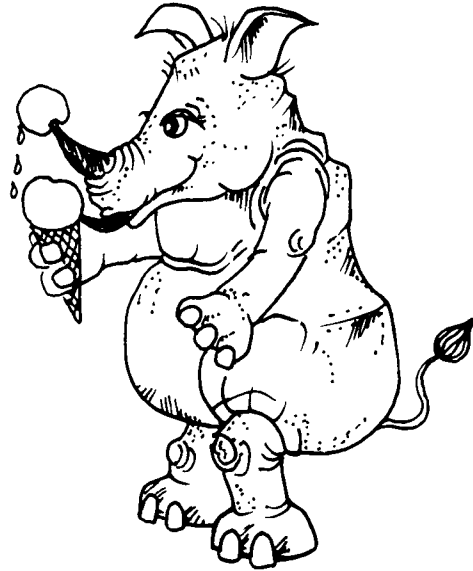
1. Students could interview present pet owners to determine:
 - their reasons for adopting a pet;
 - benefits gained from living with a pet;
 - the cost of maintaining a pet.
2. Students can observe an animal (domestic or wild) and record its activities.
3. Have the students research and prepare a report on the needs of a specific animal.



WHY A PET?

1. Everyone seems to have a reason for wanting a pet. Several pet owners were recently asked the question "Why do you want a pet?" Put a 1 next to the reason you think was given the most often. Continue by placing the numbers 2 through 6 until you think you have the reasons in the correct order.

- _____ Company for children
- _____ I just like pets
- _____ Protection
- _____ Enjoyment/entertainment
- _____ Companionship
- _____ Sport (hunting)



2. Try to think of reasons that are not on this list. Write your ideas here.

3. Compare your answers with those the pet owners actually gave. Your teacher has the answers.



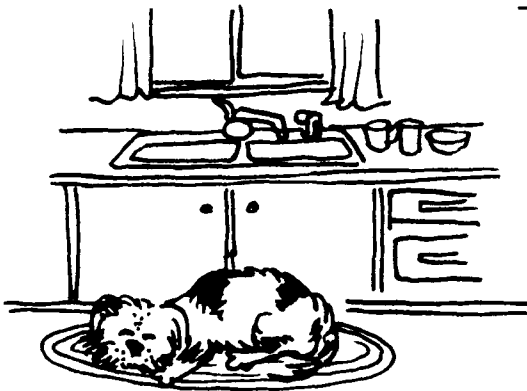
PROPER PET SELECTION?



A young girl walking along a highway spots a sad-looking puppy. She watches as the dog licks out the contents of a rusted can near the road.

"Here boy!" she calls.

"Come on fella!"



Later, she and her mother watch the rise and fall of the dog's chest as he sleeps on the kitchen floor. The pup seems to be dreaming of good food and a loving home. "Can we keep him, Mom?" asks the girl.

Let's imagine that the girl's mother says yes. List some of the things that they should have thought about before deciding to keep this pet.

**ANIMAL NEEDS**

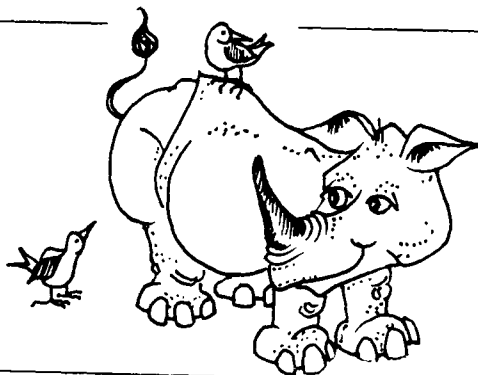
1. Animal experts feel that people should think about how much space, money, and time they have available before selecting a pet. List some examples of things that could fit under each heading. For example, food costs should be included under the heading "cost."

SPACE**COST****TIME**

_____	_____	_____
_____	(food)	_____
_____	_____	_____

2. Compare your list to those drawn up by others in the class. Make any changes that you think are important.
3. Think about your situation. Decide how you would take care of a pet. Be sure to use the list above as a guide.
4. Write down the kinds of animals that you think you could take care of. Remember to save this list. Later you can compare it with the computer's suggestions.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





RHINO FINAL RESULTS

PET REQUIREMENTS

1. Write down the pet requirements that you selected.

OUTDOORS _____

SPACE _____

WEEKLY COSTS _____

TRAINING TIME _____

PLAYTIME _____

2. What animals did the computer suggest for you?

3. Which animal do you think would make the best pet for you?

4. Sometimes all of the animals may be removed from your list. Explain how this can happen.

DESCRIPTION

PET CARE is a simulation on responsible pet ownership. The goal of the student is to successfully care for a pet over its normal life span. Each student must resolve typical real-life events associated with the animal selected as a pet. Student responses to the events will affect the cost of pet care, pet health, and the quality of the human/animal relationship. Three typical pets are used as models.

Curriculum Area:	Science
Subject:	Animal Life
Grade Range:	5-9
Reading Level:	5-6 (Dale-Chall)
Topic:	Responsible Pet Care
Type:	Simulation
Classroom Use:	Individual, Small Group

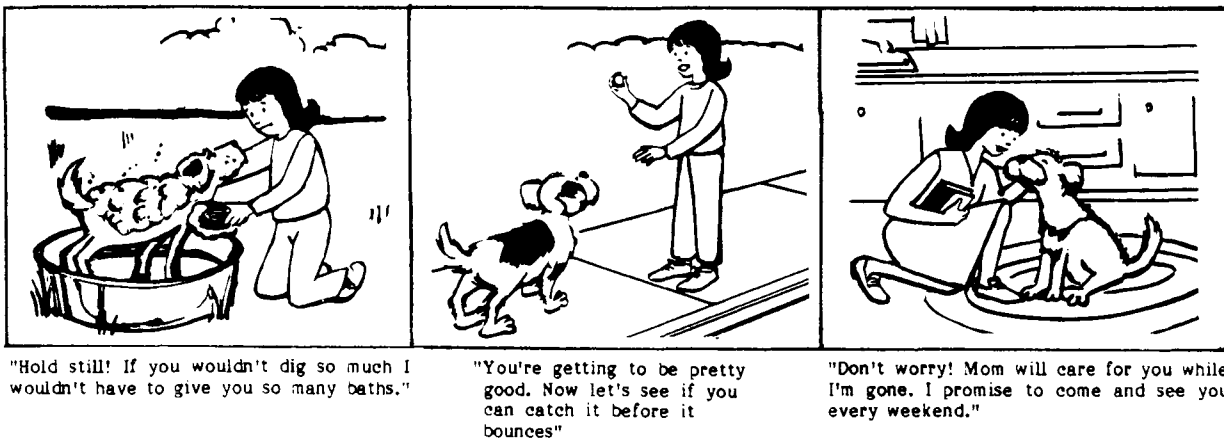
LEARNING OBJECTIVES

After using this courseware, the student should be able to:

- understand the factors affecting the time and money costs of maintaining a pet;
- recognize the responsibilities of pet ownership;
- recognize the benefits and liabilities of pet ownership.

BACKGROUND INFORMATION

The initial pet selection process is but the first step in what will ideally be an enjoyable relationship. Caring for a pet requires a substantial commitment in terms of time, energy, and financial resources. Such a commitment should continue for the entire lifetime of the animal. A decision to get a pet should be carefully thought out since many types of pets live for fifteen years or more. In many cases pet owners do not completely consider what caring for a pet involves until after they have acquired the animal.



The cartoon above reflects some of the life-long commitments a pet owner must be willing to devote to an animal. Ideally, the strength of the relationship will not diminish with time. Unfortunately, once the novelty of having a new pet has worn off, many people do not continue to devote enough time and energy to their pets.

Successful pet care requires pet owners to make many decisions that affect their pets and the costs of pet care. This program simulates the types of decisions that can confront pet owners. Students are asked to make decisions that real-life pet owners may have to make.

BACKGROUND INFORMATION (continued)

Program Design

Each relationship between a pet and a pet owner is different. This program uses several methods to recreate the uniqueness of real-life human/animal relationships.

The program contains a databank of ten or more major events for each of three animals: hamster, Siamese cat, and schnauzer. Students are presented with a random selection of major events for the animal they choose to work with. Within each major event students may take any one of several different paths. Each path involves unique decisions, which in turn lead to new paths and alternate outcomes.

This multiple-path approach means that each use of the program can present new decisions and can result in different consequences. Over 400 different paths exist for each of the three animals. During each use of the program the students are presented with a subset of the potential paths.

Model Assumptions

The model operates under the following assumptions:

- the monetary costs used for each animal are typical, but such costs may vary from region to region;
- maintenance costs reflect average license fees, food expenses, and veterinary fees;
- the situations presented were chosen to reflect the variety of decisions that actual pet owners might be required to make;
- average life spans are used for each type of animal;
- the pet is not maintained as a show animal.

PROGRAM PREVIEW

PET CARE simulates several real-life events for three types of animals that are commonly chosen as pets. Students first select an animal (Figure 1), and then review information on the needs of the animal they chose. Students must agree that they can meet the needs of the animal they have selected (Figure 2).

Remember,
you must be ready to care for the
animal for its normal lifetime.

Select the animal that you'd like to
care for.

1. Hamster
2. Siamese (Cat)
3. Schnauzer (Dog)
4. Return to main menu

Which number? ☒

Figure 1

Siamese

A Siamese will often live for 12-14
years.

Your cat will need:

- a safe, clean home
- food and water
- exercise

Do you think you can care for a
Siamese? ☒

Figure 2

If the students chose a Siamese cat or a schnauzer as a pet, they must next decide whether they want to have a male or female (Figure 3). This decision leads to a second question on whether they want their pet neutered or spayed (Figure 4).

The pet store has one male and one
female Siamese. They're both ten
weeks old and they've been checked
out by a veterinarian.

Which kitten do you want?

1. female
2. male

Which number? ☒

Figure 3

First, you need to decide if you
want your female cat spayed so she
cannot have kittens. The operation
is safe and only costs \$70.00

Most people think that a spayed cat
makes a better pet and that it
would help reduce the problem of
pet overpopulation.

Do you want to have your pet
spayed? ☒

Figure 4

PROGRAM PREVIEW (continued)

The beginning costs for supplying a pet are listed (Figure 5) when the initial pet selection decisions have been completed. During the program a standard maintenance cost will be automatically added to the current total (Figure 6). The maintenance cost is figured on a yearly basis for a Siamese cat and a schnauzer. The cost for a hamster is figured on a monthly basis.


BEGINNING COSTS	
Siamese cost	\$ 60.00
Vaccinations	\$ 25.00
Litter (1 month)	\$ 8.00
Food (1 month)	\$ 10.00
Dishes	\$ 9.00
Neutering/Spaying	\$ 50.00
Total	\$162.00
Press SPACE BAR to continue	

Figure 5

YEARLY COSTS	
The yearly costs for caring for a Siamese include:	
Food	\$120.00
Medical	\$ 80.00
Litter	\$ 96.00
Total	\$296.00
Each year these costs will be added to your total.	
Press SPACE BAR to continue	

Figure 6

Several typical real-life events requiring decisions are presented to the students. Many of the decisions the students make will affect the quality of pet care. In some cases the indicator of quality is simply a change in the nature of the on-screen graphics (Figures 7 and 8).



Cost \$ 2550.00

Age (years) 6

Population 1

It's past time to clean your cat's living area and litter box. However, your best friend just came over to visit.

What do you want to do? 1

- Clean up later.
- Ask your friend to help.

Figure 7



Cost \$ 2550.00

Age (years) 6

Population 1

After playing with your friend you find out that your parents cleaned for you. They're unhappy that you didn't take care of your pet.

Press SPACE BAR to continue

Figure 8

PROGRAM PREVIEW (continued)

In addition to affecting the quality of pet care, many of the decisions the students make will also affect the cost of caring for a pet. These extra costs and the standard maintenance expenses continually alter the current total cost of pet care (Figures 9 and 10).

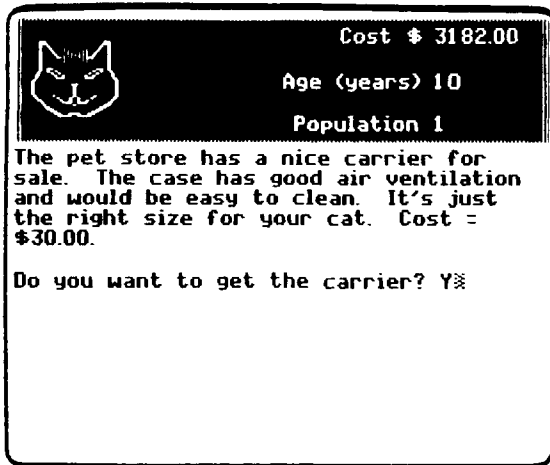


Figure 9



Figure 10

Births are indicated by a small graphic and a change in the population counter (Figure 11). When the young animals mature, the small graphic will disappear. A summary showing the pet's age, the cost of pet care, and the current population is displayed upon completion of the program (Figure 12).

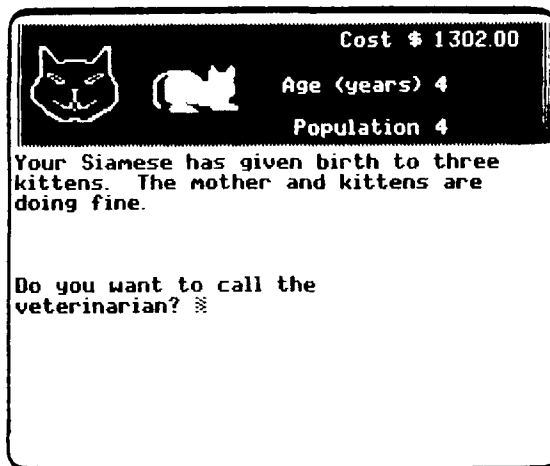


Figure 11

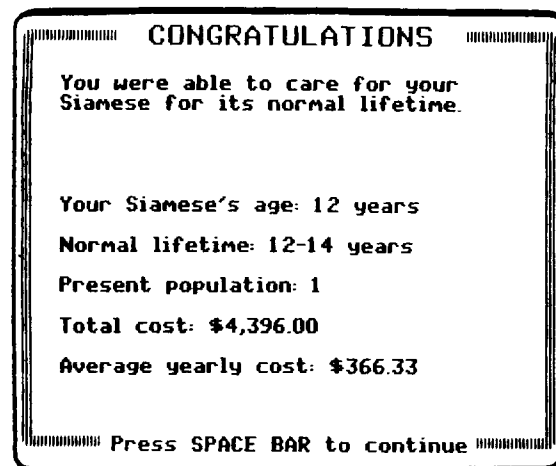


Figure 12

USE IN AN INSTRUCTIONAL SETTING

Using the Program

PET CARE is designed for use in studying such topics as animal needs, pet care, and animal behavior. This program can be used by individual students or students placed in small groups. PET CARE can be used in the classroom in a variety of ways. One plan is presented below:

DAY 1

Have the students recount some of their experiences with pets. Use Handout 5 to discuss some of the life-long commitments that responsible pet ownership requires.

DAY 2

Have the students bring in magazine and newspaper advertisements for pet foods and supplies. Use the advertisements and Handout 6 to discuss the actual costs of pet care.

DAY 3

As the students run the program, have them record their decisions and the results of each decision. Encourage the students to experiment by running the program more than once. Handout 7 can be used to keep a diary of major decisions and the current cost of pet care. Have the students use Handout 8 to record the final results for their animals.

Day 4

Group students according to the animals they chose to work with. Have them collect additional information on the actual cost of caring for the animals they selected. Interviews with kennel operators, veterinarians, and present pet owners are excellent sources for this information.

Follow-up

1. Students could interview present pet owners to determine:
 - benefits gained from living with a pet;
 - veterinary costs related to a pet;
 - possible "hidden" costs associated with pet care.
2. Have the students research and prepare a report on the needs of a specific animal.
3. Ask a local veterinarian or a representative of the Humane Society to visit the class and discuss responsible pet care.



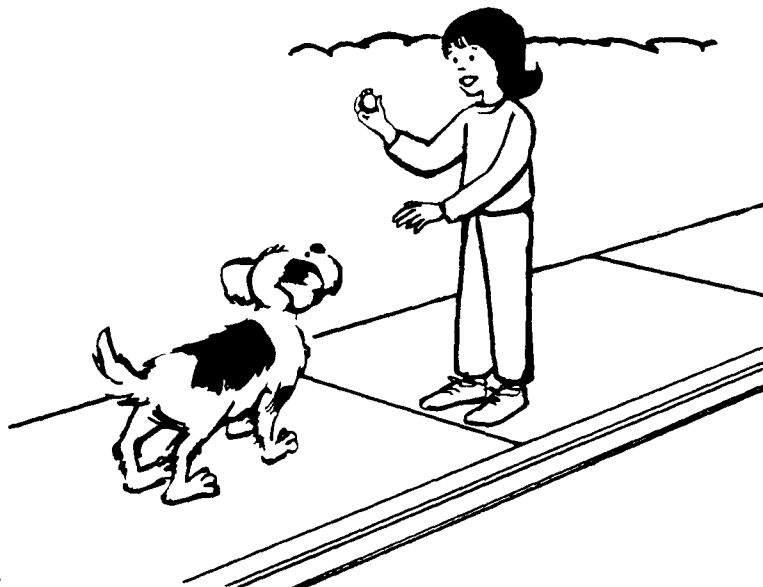
5

A COMMITMENT TO PET CARE



"Hold still! If you wouldn't dig so much I wouldn't have to give you so many baths."

"You're getting to be pretty good. Now let's see if you can catch it before it bounces."



"Don't worry! Mom will care for you while I'm gone. I promise to come and see you every weekend."

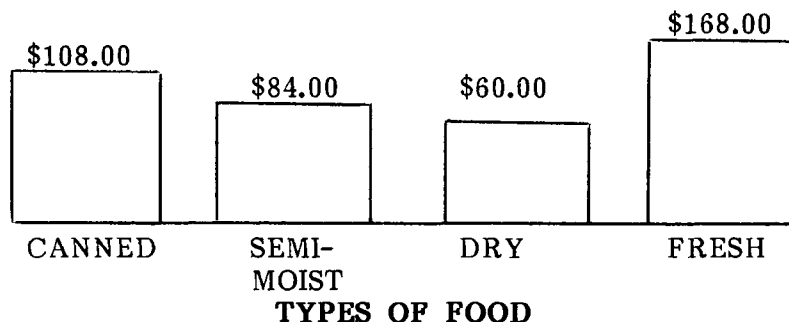
FEEDING COSTS

The cost of feeding animals can vary greatly for different types of animals and for individuals of the same type. Most experts, however, agree that feeding costs are always affected by three major factors: the weight of the pet, the type of food used, and the local price of food.

The following charts show the results of using different types of food to feed three different sizes of dogs.

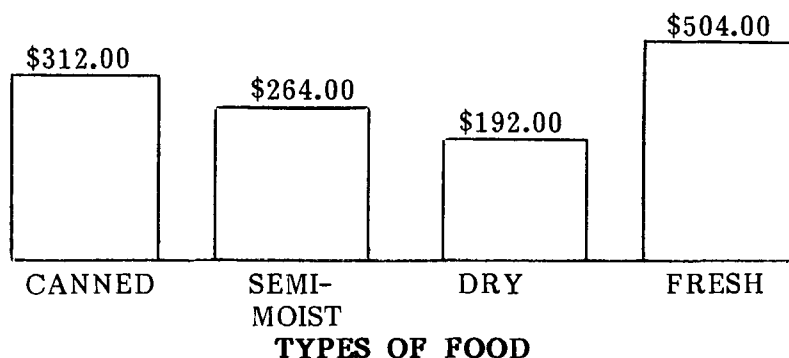
DOG WEIGHT: 10 POUNDS

**COST PER
YEAR**



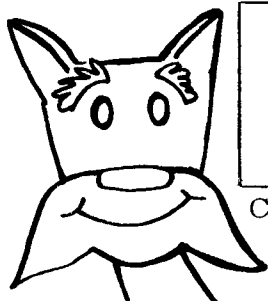
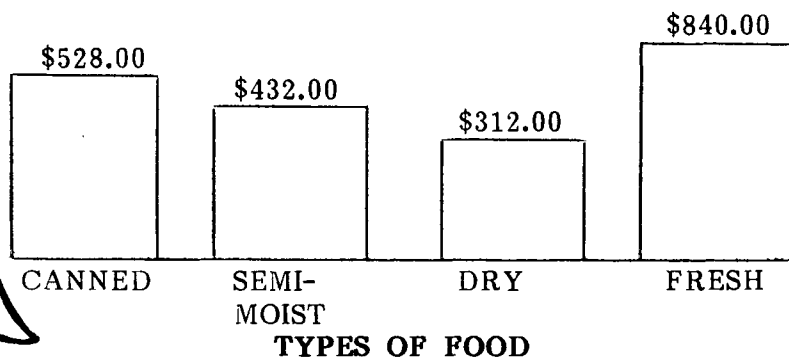
DOG WEIGHT: 40 POUNDS

**COST PER
YEAR**



DOG WEIGHT: 80 POUNDS

**COST PER
YEAR**





FEEDING COSTS

(continued)

Most pet owners calculate the cost of feeding a pet by the month. Use the information in the charts to determine the monthly feeding costs.

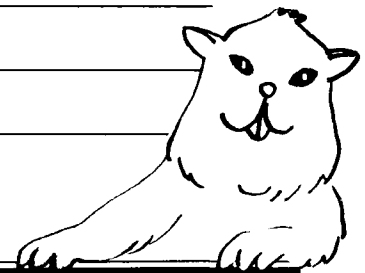
MONTHLY COSTS

ANIMAL WEIGHT	10 POUNDS	40 POUNDS	80 POUNDS
FOOD TYPE			
CANNED	_____	_____	_____
SEMI-MOIST	_____	_____	_____
DRY	_____	_____	_____
FRESH	_____	_____	_____

Many animals live for ten years or more. Use the charts to determine the total feeding cost for each category over a ten-year period.

COSTS FOR 10 YEARS

ANIMAL WEIGHT	10 POUNDS	40 POUNDS	80 POUNDS
FOOD TYPES			
CANNED	_____	_____	_____
SEMI-MOIST	_____	_____	_____
DRY	_____	_____	_____
FRESH	_____	_____	_____





YOUR "DECISION DIARY"

Use your decision diary to write down major events that happen to your pet as you use the PET CARE program.

KIND OF ANIMAL: _____

COST: _____

AGE: _____

POPULATION: _____

DECISION MADE: _____

RESULTS: _____

COST: _____

AGE: _____

POPULATION: _____

DECISION MADE: _____

RESULTS: _____

PET CARE FINAL RESULTS



1. Write down the final results for your animal.

TYPE OF ANIMAL _____

ANIMAL'S AGE _____

NORMAL LIFETIME _____

PRESENT POPULATION _____

TOTAL COST _____

AVERAGE COST (monthly/yearly) _____

2. Which of your decisions seemed to change the cost of pet care? _____

3. In some cases you may not have been able to keep a pet for its normal lifetime. If this happened to you, what event led to losing your animal?

4. Other animals have expenses similar to those for hamsters, Siamese cats, and schnauzers. List some animals that would have about the same costs as the one you chose. _____

APPENDICES

CREDITS

Pets, Ltd. was produced by a MECC development team that included Greg Holey, Project Coordinator; Robert Granvin, Analyst and Lead Programmer; and Sherry Luedloff, Programmer.

Advisory group members from the Minnesota Humane Society's "Share the Care" education project included Kathryn Broun and Sharon Christison.

For additional information on responsible pet care, contact:

Minnesota Humane Society
529 Jackson St.
St. Paul, MN 55101

TO THE READER:

MECC has made every effort to ensure the instructional and technical quality of this courseware package. Your comments—as user or reviewer—are valued and will be considered for inclusion in any future version of the product. Please address comments to:

MECC Courseware Development
3490 Lexington Avenue North
St. Paul, MN 55112

The Minnesota Educational Computing Corporation is an organization established in 1973 to assist Minnesota schools and colleges in implementing educational computing. MECC provides a variety of services to education, including 1) development and distribution of computer software; 2) in-service training for educators and development of materials for conducting training; 3) educational computing assistance through newsletters and computer purchase contracts; and 4) management information services, including the development and maintenance of statewide payroll/personnel and financial accounting software and administrative computer packages. MECC's knowledge and expertise in the educational computing field comes from more than a decade of working with and providing leadership for thousands of local educators on a daily basis.

- **MECC Educational Computing Catalog**

A catalog containing instructional computing courseware, all-purpose training materials, and administrative software is published annually and distributed at no charge. To request a catalog, write or call MECC Distribution (Telephone: 612/481-3527).

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- **MECC Network Newsletter**

Published regularly throughout the school year, MECC's newsletter focuses on MECC activities, training materials, and educational courseware. To obtain, write or call indicating your interest in the MECC Network newsletter (Telephone: 612/481-3606).

- **Help Line**

If you have any problems using MECC software:

- 1) make note of the name and version number of the product;
- 2) note the brand and model of the equipment involved, as well as the type of printer card used if the problem concerns a printer;
- 3) write or call the Help Line to describe the problem (612/481-3660).

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